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ABSTRACT

This report describes the development work of the Adult Literacy and Basic Skills Unit since 1980 and indicates useful strategies and approaches. Chapter 1 focuses on new styles of adult literacy provision. These include drop-in centers, short courses, open learning systems, and media-assisted learning. Chapter 2 concerns provision of adult literacy and basic skills tuition for the unemployed. Motivation, advice and guidance, location, and publicity and recruitment are discussed. Basic education through paid release for employed adults is briefly addressed. Chapter 3 looks at further development of adult numeracy provision. Chapter 4 is a brief overview of provision to meet the literacy and numeracy needs of second language speakers. Focus of chapter 5 is meeting specific needs in adult literacy and basic skills provision. Publicity and recruitment, access, styles of provision, cooperation with other agencies and organizations, and materials development are discussed. Chapter 6 addresses creating access to further opportunities for basic education students. Four components in developing access are covered: information about further opportunities, guidance, bridging/transition courses, and organization and structure of adult and further education that takes account of students "moving on" from basic education. Appendixes include listings of projects and relevant publications. (YLB)

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Developments in Adult Literacy and Basic Skills

An Interim Report

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Developments in Adult Literacy and Basic Skills

An Interim Report

Foreword

I am very pleased to write a Foreword to "Developments in Adult Literacy and Basic Skills" which draws together the lessons emerging from over 70 Special Development Projects sponsored by the Unit throughout England and Wales since 1980.

Its publication is particularly timely. The Unit's priorities for the future period, following the Government's agreement to an extended term with increased funding, include the major task of assisting local education authorities and voluntary bodies to develop, in their own areas, some of the work pioneered by ALBSU projects and this interim report should provide helpful guidance for all involved.

I hope that these developments in adult literacy and basic skills provision will take place, however, alongside the consolidation of the existing service developed with the commitment and enthusiasm of officers, practitioners and volunteers in every part of England and Wales since 1975, so that there is a firm base from which development can take place.

Hon Peter Brooke MP
Parliamentary Under-Secretary of State,
Department of Education and Science

Introduction

"Developments in Adult Literacy and Basic Skills: An Interim Report" has been culled from the experience of ALBSU sponsored Special Development Projects over the last four years and attempts to outline some important areas for development in the immediate future. It is necessarily only an interim report as a significant number of Unit sponsored projects will not be finished until March 1985 and these projects may produce evidence to modify or expand some of the approaches suggested.

This report attempts to draw together the threads of the Unit's development work since 1980, and, albeit in a generalised way, indicate strategies and approaches that have been found to be particularly useful. It is not intended to present precise information concerning individual projects, nor can it offer specific advice in respect of an individual LEA or voluntary organisation. Information on the progress of individual projects is contained in regular Projects Reports, produced and widely distributed by ALBSU and it may be useful to see these two different publications as in some respects complementary. The Unit also plans to make available many of the final reports produced by ALBSU sponsored projects, where these have not already been published by the organisation concerned. Where rather more detail of an individual project is thought to be useful, it should be worth obtaining copies of a specific report.

The major patterns or styles of adult literacy and basic skills provision were set in the mid 1970's and it is likely that these will form the basic core of opportunities for some time to come. Other approaches are, however, being developed including drop-in, open learning, broadcasting supported learning and the use of micro-computers to assist learning. Our experience indicates that developing alternative or additional **styles of provision** takes a high input of time and resources initially, although once developed, they can often be maintained and extended with relatively modest resources.

Provision of adult literacy and basic skills opportunities for **unemployed adults** formed a particular priority for ALBSU when the Unit was first established in 1980 and a great deal of planned experiment has taken place. Although not a homogeneous group, unemployed adults do have specific needs in relation to provision, yet lack of resources has meant that the current pattern of two hour a week provision has not been able to be extended in many areas of England and Wales and relatively few more substantial daytime courses are available. Thus, the Unit recognised some time ago that, alongside positive pointers about how to organise and mount provision for unemployed adults, there was an urgent need for increased resources. Although far from adequate, the funds available in the form of local development project sponsorship should provide an opportunity for some increase in provision in this area.

It has been misleadingly easy, unfortunately, to compare and contrast literacy provision and **numeracy provision** and the latter has not only suffered from being seen as the mathematical equivalent of literacy but also through somewhat simplistic comparisons of statistics relating to referral and take up. It is not always easy to avoid such comparisons although the Unit has attempted to see the development of numeracy provision in its own right. Differences of approach to the development of adult literacy and adult numeracy appear to be more significant than first thought and provision is increasingly beginning to recognise these differences. The use of simplistic arithmetic screening tests has also impeded the development of a wide ranging and relevant curriculum for numeracy and, whilst ALBSU recognises the influence of such tests, we would hope that their use will decrease in the future. A pragmatic response to narrow objectives, whilst not the answer, may provide a way forward until such time as the wider concepts of basic maths become recognised.

The Unit's remit in respect of provision for adults whose first language is not English is confined to literacy and numeracy needs, rather than initial language provision, and this has

led to some concentration on how best to meet the **literacy and numeracy needs of second language speakers.** Many second language speakers who have mastered the basics of spoken English, either through specific ESL help or informally through living in a predominantly English speaking society, are confused when seeking help with literacy and, at the very least, more direct co-operation and collaboration is needed between ESL and literacy practitioners. Furthermore, the Unit remains convinced that its current remit unduly restricts significant developmental initiatives with second language speakers and also proves limiting and confusing to those involved in making provision. Hopefully, further discussion will allow some national initiatives to be taken in order that other aspects of second language work can be in the forefront of future local development projects.

Most LEAs already try to meet **specific needs** including the needs of particular areas or groups in the community and this aspect of provision is in need of extension. Perhaps one of the unforeseen side effects of the adult literacy campaign in the mid 1970's was presenting all adults who wanted help with reading and writing as ordinary and somewhat average individuals. Little was made at the time of the needs of adults who saw themselves or were seen by others as part of a particular group. Moreover, the needs of those living in rural areas or the inner city also received less attention than was perhaps desirable during a period when priority was necessarily given to the establishment of the basic structure of the service in each area. The Unit's experience indicates that different innovatory approaches are necessary to meet these diverse needs and some of these are outlined in Chapter 5.

Finally, although not seen as a "stepping stone" for everyone, many basic education students are keen to take up **further opportunities for learning** both alongside and after basic education tuition. Yet too often such students are confined to basic education provision because advice and counselling (or even information) are not available, in accessible form, about other opportunities. The Unit believes that far more account needs to be taken of the general educational needs of basic education students if access to further learning is to be a reality.

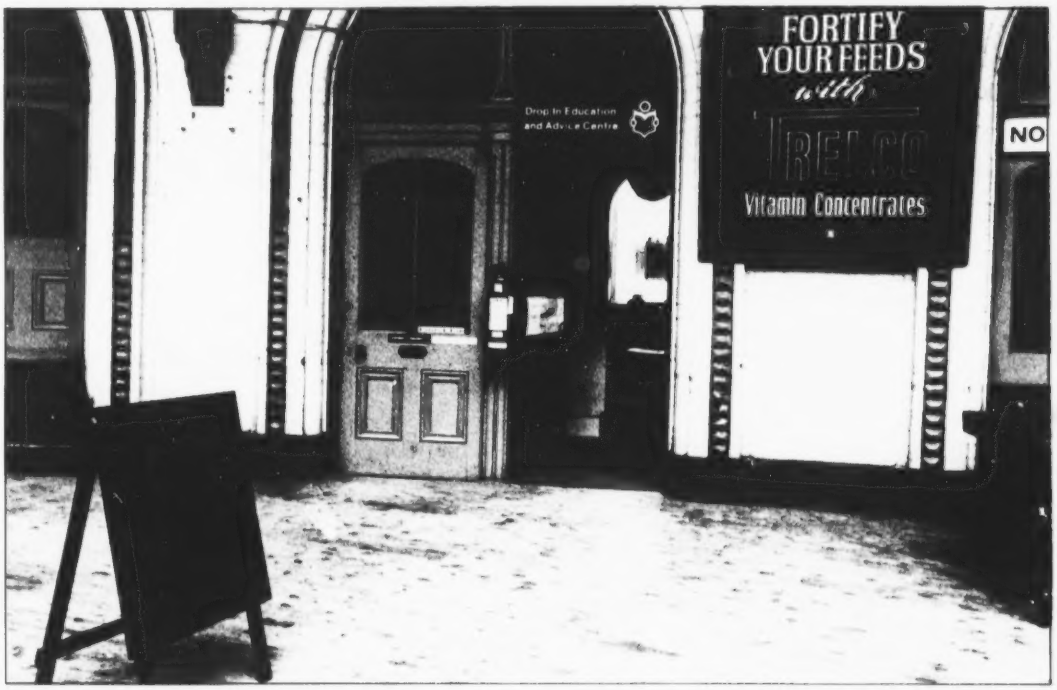
All of these developments have to be seen in the context of existing provision and available resources as well as in relation to curriculum and materials development in basic education. ALBSU believes that it is unnecessarily divisive to separate the curriculum from provision and thus most development work will contain elements of curriculum development as well as having ramifications for training and materials. It is hoped that "Developments in Adult Literacy and Basic Skills: An Interim Report" indicates some of the important lessons from four years of effort and achievement and provides a "backdrop" for future development in each local area.

Chapter 1

Developing New Styles of Provision

The growth of adult literacy provision in the middle to late 1970's concentrated on the provision of either individual home or centre-based tuition provided by a volunteer, or mainly part-time evening classes taught by a paid group tutor. For some years discussion polarised around which was the most effective of these two patterns of provision and little development of other patterns of tuition took place. Changes in the economic climate in the last few years, alongside newly emerging needs, has led, however, to a recognition that the "staple fare" of much basic education provision in England and Wales needs to be augmented by other complementary approaches.

Lack of resources has meant that in many areas recognition of the need for variety has had to be tempered by a harsh reality; often protection of existing provision takes up all of the available energy. However, in recent years alternative patterns of tuition have begun to be identified and these are beginning to be seen as necessary components of a varied and flexible basic education service.



Drop-In

Drop-in centres have begun to be developed in a number of areas although a clear distinction needs to be drawn between drop-in shops situated in the high street and a drop-in centre within an education centre. Drop-in shops need to be very specific about what they are able to offer if they are not to become "catch alls" dealing with a whole host of social and educational concerns. Moreover, whilst there may be some spin off in terms of increased demand for basic education, it is rarely a cost effective method of recruitment in itself except as a part of some more widely based service. Drop-in shops which are relatively unspecific are more likely to attract people whom they cannot in fact help, or in attempting to help will end up duplicating the work of other providers such as Citizens Advice Bureaux. Even where a drop-in shop publicises itself as an educational agency there is often a tendency to drift "up-market" and attract adults who have few, if any, problems with basic education. The problems of short life accommodation and high premiums have also seriously affected the ability of some LEAs and voluntary organisations to establish drop-in shops.[1]

1. Walk In Numeracy. London. 'Mathshop Project'. 1981

Drop-in centres have much to commend them although unlike drop-in shops they may not attract a significant "passing trade". Thus, publicity is crucial if adults are to take advantage of the facilities that exist. To be really useful drop-in centres have to be open for a substantial number of hours a week and this clearly has implications for staffing as does the unpredictable nature of demand and use[2]. Drop-in centres also need to contain a wide range of well catalogued material, much of which can be used without help, and sufficient space to cope with a sudden influx of users. Staff training and development will have to take account of the needs of those who "drop-in" and "drop-out" as it suits them and should include regular meetings to exchange information and experience as well as to monitor the use of the centre.[3]

Short Courses

Specific topic centred short courses can fulfil an important need, particularly if they are well publicised as an integral component of basic education provision. It seems that the less specific short courses are, the less successful they are likely to be and that detailed planning is particularly necessary. Short courses may be seen as both additional to other study as well as providing a different type of opportunity in their own right.

Summer schools and writing weekends tend to be in addition to existing tuition rather than a free-standing form of provision and are usually aimed at existing students. Experience indicates that summer schools are relatively rare and writing weekends are the exception rather than the rule,[4] yet both provide students with a real opportunity to study over an extended block of time as well as to undertake some aspects of work in depth, without the constraint imposed by the standard provision consisting of one or two sessions a week.

Both summer schools and writing weekends require a considerable amount of forward planning and their success usually depends on active student participation in planning, organising and mounting such events. Although many summer schools and writing weekends are planned with an end product in mind, such as a student written magazine or booklet, this often indicates the rarity of such events rather than the need for an end product as a matter of course.

Open Learning Systems

Some students prefer to learn more independently than is possible through regular attendance at a small group and open learning systems may better meet their needs. Open learning implies less face to face contact between student and tutor than in most other types of provision and demands that a considerable amount of work will be undertaken at home alone. However, it enables students to timetable the pace of their work and can also, if well planned and resourced, allow them to have a greater measure of control over the material they wish to use. Open learning should not imply, however, that there is no need for face to face contact, nor is a student who drops in to a centre for occasional help an open learning student. Rather it implies the striking of a "contract" over an agreed period of time between an individual student and a basic education scheme. Allowing that the terms of the "contract" may vary, some face to face tutorial contact, whether every two weeks or every two months, is desirable as is the possibility of regular meetings in a tutorial group with other students involved in open learning. Open learning students also need ready access to a resource centre where materials can be selected and borrowed.

The Unit's experience indicates that commitment and willingness to take responsibility for their own learning are more important factors in judging students' suitability for open or distance learning than the level of attainment they have reached, although open learning is more suited perhaps to students who have already mastered the very basic skills of reading. Experience indicates that student participation in determining goals, programmes of work and materials is particularly important, as is effective cataloguing and adaptation of materials to make them accessible to students. However, most students will need considerable help and guidance and tutor time needs to be allowed for such support.[5]

2. Peckham Bookplace, London, "A Drop-In Numeracy Service", 1982-83
3. Leeds Education Authority, "Development of the Drop-In Centre", 1981-83
4. Beauchamp Lodge Adult Literacy Scheme, "Special Activities Project", 1982-84
5. Northern Council for Further Education, "Flexible Learning Opportunities in Basic Education", 1981-83

Distance learning has many of the characteristics of open learning although face to face contact with a tutor may be less regular and more telephone and postal contact is likely. It has proved a useful approach in rural areas where distance and lack of transport have meant that students find it difficult to attend a centre regularly. However, it is clearly not suitable for every student and careful back up and support is essential.[6]

Broadcasting Supported Learning

Media assisted learning in basic education is still in its infancy and more experimental projects with broadcasting are needed. For example, the adult literacy campaign between 1975 and 1978 relied a great deal on the involvement of national broadcasting media as an awareness raising and referral agent rather than as a medium of direct teaching and this pattern has continued, albeit somewhat sporadically, in recent years. Whilst many basic education practitioners doubt the ability of television and radio to teach directly without tutor mediation, broadcasting need not be seen only as a referral agent for basic education schemes.

Seeing local radio only as a referral agent or occasional local publicist is severely limiting as the involvement of local radio has considerable benefits for all concerned, particularly if the local radio station already has an established relationship with the target groups involved.[7] What is needed is well made, professional programmes broadcast at an accessible time, well designed and easily available support material and some effective method of evaluating the success of programmes. Experience also indicates that a considerable amount of development time is necessary before central transmission of programmes.

Conclusion

A range of styles of tuition widens the scope of basic education provision as a whole, helps schemes more appropriately to meet students' needs and increases access for those wishing to take advantage of the opportunities available. Variety in the patterns of provision, however, is not an alternative to existing provision but offers exciting, additional opportunities to meet the varied needs and wishes of individuals and groups. The Unit recognises that some additional resources will be necessary to develop even one or two alternative patterns in any area, although once developed, the level of resources needed to maintain provision may be quite modest.

6. Leicestershire Education Authority, "Distance Learning Project", 1983-85
7. BBC Radio Leicester, "Chalo Kaam Karo — Let's Work Together", 1981-83

Chapter 2

Providing Adult Literacy and Basic Skills Tuition for Unemployed Adults

The substantial growth in unemployment of recent years has led to increasing awareness of the need for specific and substantial help with basic communication skills for adults who are unemployed. Moreover, the development of much of the basic education provision that currently exists took place at a time of relatively full employment and was based on very part-time provision, usually timed to take place in the evening. Clearly to re-orientate provision in order that substantial part-time and full-time courses for unemployed adults are available during the day, demands not only knowledge of the type of provision needed but also the resources to establish additional provision.

Although there does not appear to be an exact relationship between an individual's attainment in literacy and numeracy and his or her employment status, the decline in unskilled job opportunities has very seriously affected those adults who have benefitted least from the education system. Clearly, the likelihood of obtaining a job at a time of high unemployment depends on a number of factors including age and sex as well as the part of the United Kingdom in which the individual lives. However, in a society where the future is likely to demand a skilled and trained workforce, adults who lack mastery of basic communication skills will be at a severe disadvantage unless opportunities can be provided, at any age, whatever their sex and wherever they live, for them to reach the threshold of training and employment. Moreover, experience indicates that semi-skilled and skills specific workers, as well as those without recognised skills, are faced with additional and new demands on their communication skills once they have been made redundant.[1]

Unemployed adults are not, however, a homogeneous group any more than employed workers, (often being unemployed is the only thing they have in common), and this needs to be clearly recognised in making provision. The Unit recognises, for example, that provision needs to attempt to meet not only the needs of the registered unemployed but also of the

1. Northamptonshire Education Authority, 'Corby Adult Vocational and Educational Advisory Centre', 1981-83

non-employed, the unwaged and the early retired. Moreover, there is a danger in seeing basic education provision aimed at unemployed adults as purely functional — part of a progression towards eventual, albeit sometimes distant, employment — rather than recognising that different individuals and groups will have different reasons for wanting to learn. A purely functional approach too often sees basic education as an employment placement agency and devises and controls the curriculum with this in mind.

Many of ALBSU's projects have been aimed at unemployed adults in general and although there is a need to be wary of generalisations, those attracted to provision can be broadly divided into two groups:

- ☐ adults who have had a regular work record, albeit often in unskilled, semi-skilled or skills specific jobs, who have become unemployed relatively recently; and
- ☐ adults whose work record consists of relatively short periods of employment in a variety of unskilled jobs interspersed with longer periods of prolonged unemployment. Many of these adults can now be said to be amongst the "hard core" of the long-term unemployed.

Motivation

Some unemployed adults wish to improve their basic skills to enhance leisure; others, particularly middle aged and older adults made redundant after a lifetime of work, may see little prospect of another permanent job but are motivated to gain confidence and improve general self image. Opportunities to consider a perhaps very different life style and to develop survival skills also need to be essential components of basic education provision for unemployed adults if the context and situation are to be used as a base for learning and development. In areas of particularly high unemployment, the "hidden economy" itself and the difficulties of living on a low income may be particular motivating forces.

That said, experience also indicates that many unemployed adults will want to enhance training and employment opportunities, however distant a permanent job might be, and basic education provision needs necessarily to provide opportunities for adults to reach the threshold of training and employment. Other unemployed adults may wish to explore the possibilities of self employment by starting a small business, although experience indicates that this is likely to be an option for a relatively small number of basic education students, particularly as the literacy and numeracy demands are fairly high.[2]

Although a variety of approaches are needed to meet the varied and often diverse needs of unemployed adults, some common factors do exist. For example charging fees for basic education courses aimed at unemployed adults appears significantly to deter many adults who would wish to take advantage of such provision. Moreover, unless some subsidy is available to offset the cost of travel to attend a course, many long-term unemployed adults are unable or unwilling to seek help.[3] Clearly the cost of tuition in the widest sense (including, for example, pens, pencils, books, etc.) also affect the ability of the dependents of unemployed adults to seek help. In general any financial implications for the potential student are likely to deter significant numbers of unemployed adults from taking up opportunities.

Advice and Guidance

The shock of unemployment for adults who have been in regular employment for most of their working lives usually leads to a loss of confidence and an almost total confusion as to where to turn, what to do next. Too often, inappropriate choices are made and rather than seeing a route back to a permanent job, the person concerned becomes increasingly disillusioned and fearful of the future. All this points to the need for comprehensive educational and training advice and guidance as part of any provision for unemployed adults.[4] For adults with an incomplete mastery of basic communication skills such a service is even more essential, particularly as they may be unaware of the opportunities that do exist as well as isolated from the opportunities they may have encountered when in work.

2. East Anglian Regional Advisory Council for Further Education. "Basic Education for the Jobless". 1983-84
3. Brighton Friends Centre. "Study to Work". 1980-82
4. Northamptonshire Education Authority. "Corby Adult Vocational and Educational Advisory Centre". 1981-83

The disadvantage of being unemployed and thus on a low income may not be the only disadvantage affecting any particular individual and thus, advice and guidance may need to encompass a whole range of need, including advice about rent rebates or unemployment benefit. However, there are some hidden dangers in attempting to provide such a comprehensive service rather than concentrating limited resources on advice and guidance specifically about education and training and supplementing this by close contact with other more general advice agencies including Citizens Advice Bureaux and Unemployed Workers' Centres. Moreover, a request to fill in a form does not in most instances imply a hidden request for longer term basic education help but rather indicates an urgent and pressing need. Certainly, the experience of drop-in projects points to the very real differences between immediate, often very functional assistance and a real and lasting motivation to improve attainment.[5]

Daytime Provision

It is probably self evident that many unemployed adults want full-time or substantial part-time basic education courses during the daytime and only attend evening groups as an addition or where, as is often the case, no other suitable provision exists. Often they wish to learn as quickly as possible and are willing to devote considerable energy and time, although job searching, claiming benefit and the many other demands made on the time of unemployed adults mean that flexibility and timing are crucial. Entry to courses at any time during the year is particularly important as is the right to leave to take a job or a more appropriate course and to return if it does not work out. Whilst short courses are often of benefit to those with a very specific need, for many, opportunities are needed on a regular and continuous basis, and as with much other basic education provision, without a fixed end date. Although it is difficult to be definitive, attendance at a centre for short periods several times a week is often more popular than one or two lengthy sessions although these may have advantages in keeping travel costs to a minimum where help with travel is not possible[6]. However, it is important to remember that many unemployed adults have increased family responsibilities including child care and may have to shop or collect children from school. Moreover, creche provision is usually an essential element of provision for unemployed men and women.

Open Learning

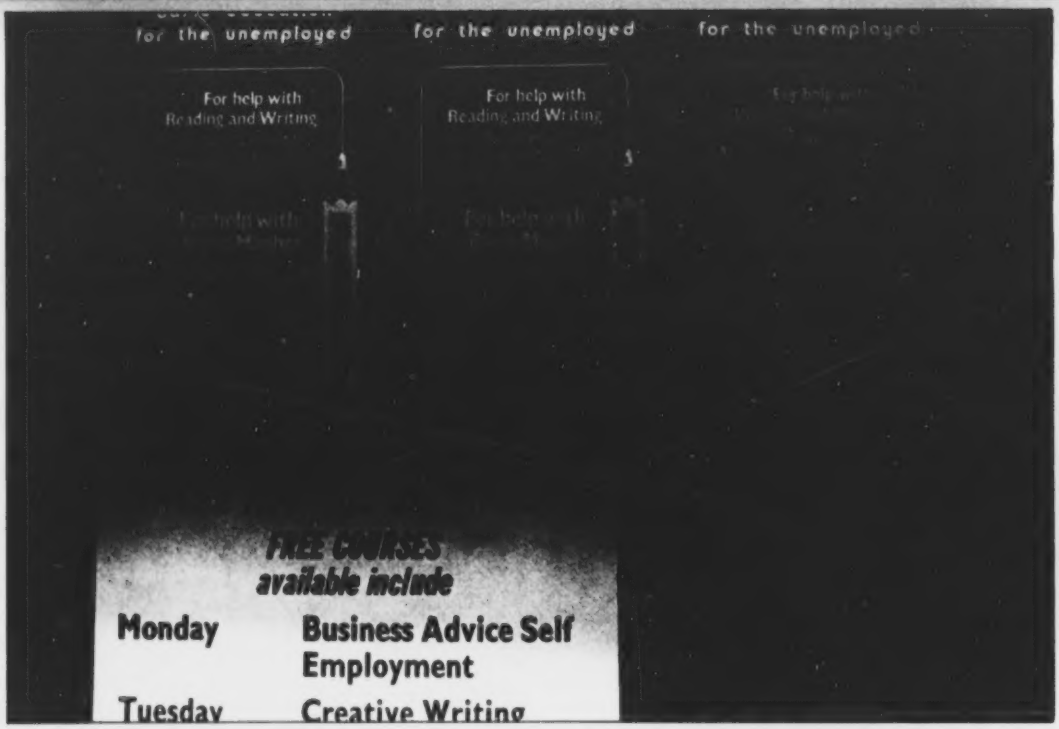
As well as specific courses aimed at unemployed adults wishing to improve basic communication skills, there is a clear need for programmes based on open learning approaches. Many adults, particularly in more rural areas, cannot easily get to a centre although they may be motivated to learn; others may prefer to study mainly independently rather than by joining a group. Open learning is, however, fairly demanding and is not appropriate for someone who can really only fit in a couple of hours a week or who needs sustained individual help. Moreover, if group meetings or seminars are not a part of such provision, as well as regular face-to-face sessions with a tutor, tuition can become extremely isolating for the student.

Location of Opportunities

Where courses for unemployed adults are based appears to be an important factor in their success. A central location near the Unemployment Benefit Office or Jobcentre has many advantages although if the accommodation is in poor condition, has inadequate space available or poor furnishings, the advantages of good location soon disappear. A clear connection with education is, however, desirable not only because of the other opportunities for more general education that are likely to be available, but also because of the general "ambience" of an education centre.

In some places basic education provision for unemployed adults has been established in Unemployed Workers' Centres with some success although the Unit's own projects in Pontypool and Thornaby-on-Tees indicated, through some specific problems, some necessary ingredients for successful provision.[7] Centres need to be well located, have a

5. Leeds Education Authority, "Development of the Drop-In Centre", 1981-83
6. Brighton Friends Centre, "Study to Work", 1980-82
7. Trades Union Congress (TUC), "Basic Education in Unemployed Workers' Centres — Pontypool and Thornaby-on-Tees", 1981-83



relatively large amount of flexible space and be seen as adult rather than youth orientated. For basic education provision to be successful a range of educational opportunities needs to be available and all of the centre's staff need to be involved in some way in the management of the basic education provision.

Publicity and Recruitment

Publicity is particularly important in basic education provision for unemployed adults and again variety and continuity are of paramount importance. Close links with Jobcentres including regular up-dating meetings are vital, particularly where staff turnover is high; where a direct presence in a Jobcentre has been possible, the face-to-face contact which results has had a considerable effect on student recruitment.[8] [9] Moreover, any publicity needs to be specific, adult orientated and clear if the appropriate target audience is to be attracted. Vague terminology and "catch all" phrases tend to recruit large numbers of often entirely inappropriate adults and result in a time consuming process of sifting and referring to other opportunities. Recruitment of long term unemployed adults in need of help with basic education usually takes a considerable time although, where some provision is established, word of mouth often ensures a regular flow of new students. In fact, the Unit's experience indicates that demand usually outstrips supply. Publicity also needs to be specific about what is offered, rather than attempting to offer basic education "by stealth", and should not lead students to believe that there will be a job or a place on a training course at the end of it.

Basic Education through Paid Release for Employed Adults

Alongside the need to develop substantial opportunities for unemployed adults to improve basic communication skills there is a very real need to provide basic education for adults who, although in employment, could be said to be at greatest risk of future unemployment. Those in unskilled jobs who lack basic communication skills are particularly vulnerable to becoming unemployed if they are unable to be retrained, as new technology alters jobs. Clearly, a strategy that only offers the opportunity to enhance skills when an individual becomes unemployed is both inadequate and wasteful, and much has still to be done to

8. Bedfordshire Education Authority. "Special Adult Learning Programmes — Meeting the Needs of the Unemployed". 1981-83

9. Northern Council for Further Education. "Flexible Learning Opportunities in Basic Education". 1981-83

convince employers, employees and trade unions of the advantages of basic education through paid release from work. As a general rule, paid release from work for education and/or training has been more commonly available to young adults or to those in fairly senior management positions and often it has been concerned with narrow vocational skills training or the seeking of certificates and qualifications rather than more general, and perhaps just as valuable, knowledge and skills. Where, however, a trade union is committed to the wider education of its members, where an employer recognises the benefits of paid release for help with basic education, where close contact is established with managers and supervisors and where provision is sensitive and flexible, release can be obtained.[10] Moreover, given a first experience of continuing education, many students are encouraged to seek longer term help.

Linked skills courses can also open up opportunities for employed adults, particularly second language speakers, who see the learning or improvement of a practical skill as more appropriate than attending a course to improve spoken or written English. In the context of training, linked skills courses can give access to training for those whose lack of English would normally be a barrier and can lead to better access to further opportunities. Bilingual teaching can often make a positive contribution in linked skills teaching although further work on methodology and the training of tutors is still needed.[11]

Conclusion

Finally, ALBSU recognises that the resource implications of substantial provision for unemployed adults are considerable in relation to the level of basic education provision currently available. However, with relatively high levels of unemployment for some time to come and the increasing trend towards skilled jobs and new technology, provision needs to be developed rapidly in as effective and cost effective a manner as possible. If it is not, the majority of those unemployed or trapped in unskilled "dead end" jobs who lack basic communication skills will be denied access to real learning opportunities for some time to come.

10. National Union of Public Employees, London, "NUPE Basic Skills Project", 1981-83
11. Tower Hamlets Training Forum, London, "Language and Literacy in a Clothing Skills Training Workshop", 1981-83

Chapter 3

Further Development of Adult Numeracy Provision

Although adult numeracy provision has developed somewhat more rapidly in the last two years it is still in its infancy in most areas and needs further expansion. Lack of resources has meant that provision has not developed as quickly as could have been hoped and provision in England and Wales as a whole is extremely patchy.

Development of numeracy provision has also been hampered by a tendency to see numeracy as a mirror image of literacy, rather than as a distinctive strand of basic education. Thus, often similar approaches to publicity, organisation, training and methodology have been attempted. Yet, although surveys have indicated that a significant percentage of adults have problems with basic maths, this apparently sizeable need has not been translated into a significant and continuous demand in every area. In the last few years, however, it has become more apparent that the needs of adults seeking help with numeracy are very different from those seeking help with literacy, particularly as numeracy needs are often relatively short term and specific.

Adult literacy students, for instance, usually have numerous and varied reasons for wishing to improve their reading and writing and the range and variety of motivators is often striking, whereas, as a general rule, numeracy students' motivation seems to be narrower and less diverse and in essence can be divided into two broad reasons for seeking tuition — to improve the ability to deal with numbers in everyday life or to pass a training course entry test or get a particular job where a numeracy test is used to sift applicants. Individual reasons for wanting help with numeracy are clearly more varied than those indicated and may include specific help with benefits, forms etc., although this type of request appears to be relatively rare.[1]

Although there are distinct motivations for seeking help with numeracy most provision continues to consist of two hour courses held once or twice a week as part of a rolling programme of provision. Thus, those who want general help with everyday functional maths are offered the same type and style of provision as those who effectively want to be

1. Peckham Bookplace, London. 'A Drop-In Numeracy Service'. 1981-83

intensively coached to pass an often arbitrary arithmetic based maths test such as the TOPS test. Obviously this is not an absolute position and some students' motivation changes over a period of time, often as a result of receiving some help, but at present, it is clear that too little variety of opportunity exists in most parts of England and Wales.

Numeracy Provision and Entry Tests

The effect of entry tests, such as the TOPS test, on the numeracy curriculum has been immense and it places numeracy practitioners in something of a dilemma. Usually such tests only deal with one specific aspect of numeracy such as arithmetic and demand the precise manipulation of numbers rather than real understanding of basic mathematical concepts. Moreover, whilst it is quite possible to coach an individual to pass a test, there is no guarantee that they will be equipped to deal with the numeracy needed on a training course or in a specific job. Although such tests may originally have been designed as a simple way of sifting applicants, to many adults they appear to be the most important key to progress and this dominates learning. This is clearly of particular concern to practitioners who recognise numeracy as a broad concept involving the ability to estimate and approximate, to appreciate volume and speed — mastery of skills of judgement rather than skills of precision.

Most practitioners, however sceptical and critical of simplistic testing, recognise their responsibilities in meeting expressed needs, however limiting they may eventually be. Many students who currently enrol in a general class in order to receive help in passing a specific test appear not to be interested in longer term more functional provision and perhaps this needs to be reflected in the type of provision made. It may be, for example, that specific, intensive and relatively short courses need to be established for students wanting to master the skills needed to pass a test and that such courses should be publicised as such. Clearly there will need to be considerable flexibility as well as a rolling programme of such courses at intervals throughout the year. Liaison with Jobcentres and with organisations involved in setting tests will also be important, in order to ensure appropriate referrals and information on the purpose and scope of the tests concerned. Alongside this recognition of a very real situation, the Unit recognises the need for initiatives at national, regional and local level to encourage the development of more appropriate entry and selection procedures, rather than the "blanket" use of overly rigid and simplistic tests.

Open Learning Opportunities

Leaving aside the limited short specific courses described above, there is a need for a variety of open learning opportunities in numeracy provision as much as in other aspects of basic education. Drop-in, flexible learning and short topic-based courses have not yet been explored in any real depth, although there is every indication that where provision is well resourced a variety of approaches does prove effective in attracting those interested in improving their basic maths.[2]

Numeracy provision in the workplace can be a successful method of widening the scope of provision although it demands a considerable investment of time initially. Courses established in companies often need to be specifically tailored to the needs of individual employees, as well as the company as a whole, and success will depend on good industrial relations within the company and a commitment by both employer and trade union to the course.[3]

Many basic education students seek help with both literacy and numeracy, although usually the strongest motivation is for help to improve literacy skills, with some additional help with numeracy as appropriate. Combined literacy/numeracy tuition has a particular value in providing a framework for the improvement of numeracy skills for students who would not be motivated to seek numeracy help alone and this dual purpose needs to be more widely recognised in the training of tutors and in the design and production of learning material.

The influence of new technology including micro-computers is not to be underestimated in the development of numeracy work (and other basic education work) although it is fair to say that, at present, there is not only a severe shortage of hardware in most places, but an even greater dearth of suitable programs. Moreover, the development of well designed programs for use in basic education is a necessarily slow and painstaking process, involving considerable piloting and modification and ALBSU will be considering closely the need for further initiatives at national level in future years.[4 5]

2. Buckinghamshire Education Authority. "Numeracy Project". 1981-83
3. Berkshire Education Authority. "Take Away Project". 1983-85
4. Bath Technical College, Avon Education Authority. "Microcomputers and Basic Education". 1983-85
5. Merseyside and Cheshire Authorities Adult Basic Education Co-ordinating Committee. "Numeracy Lift Off Project" 1982-83

Chapter 4

Meeting the Literacy and Numeracy Needs of Second Language Speakers

In recent years a great deal of attention has begun to be focussed on the literacy and numeracy needs of second language speakers and a limited number of ALBSU projects, including a major initiative in collaboration with the Inner London Education Authority (ILEA), have been concerned with this aspect of basic education provision.

Firstly, there needs to be a recognition of the lack of homogeneity of second language speakers. For example, many second language learners have been resident in the United Kingdom for some years, may have an incomplete mastery of spoken English but can get by, and may need to be able to operate in a variety of different languages depending on the context. One Unit sponsored project in Tower Hamlets, East London,[1] found that Sylheti was both the language of the home and of the shop floor in the local clothing industry, but mastery of English was necessary to make progress in employment or obtain skills training. Other adults may have only recently settled in the UK, may be relatively isolated in almost totally English speaking communities or may be illiterate in their own mother tongue.

Experience indicates the need for provision for at least two groups of students:

- ☐ those who have been in the UK for a number of years and who have acquired, rather than been taught, spoken English
- ☐ those who have been attending ESL classes, have become orally proficient in English but now require intensive ESL/literacy tuition at more advanced level.[2]

Unfortunately, at present, many second language speakers who want help, particularly with reading and writing English, seem to fall through the "gap" that exists between ESL and adult literacy provision. They often find existing ESL courses unduly concerned, from their point of view, with the acquisition of spoken language, yet with less than perfect English find existing literacy provision inappropriate. Moreover, existing publicity and recruitment methods often do little to help ensure that their specific needs are catered for.

The Need for Specific Provision

Experience indicates that some specific provision needs to be made, although where it is placed organisationally depends on the particular situation in any individual area. Where there is a strong tradition of ESL provision established over many years, the literacy needs of second language speakers may be better met as part of that provision, albeit with assistance and advice particularly in respect of staff training, from the adult literacy scheme. On the other hand, where there is either little or no tradition of ESL provision due to relatively limited need, it is clearly more appropriate to attempt to meet the literacy needs of second language speakers as part of adult literacy provision, albeit with a recognition that some specialised staff training will be essential. Setting up a specific and separate new strand of basic education to meet the needs of this group is rarely appropriate.

Wherever provision is planned, increased co-operation and liaison between ESL schemes and adult literacy schemes are of paramount importance if duplication, inappropriate placement and individual confusion are to be avoided. Moreover, some specific training will be necessary and often much of this will need to be jointly planned and undertaken.[3]

Publicity and Recruitment

Where demand is considerable, specific and flexible courses aimed at second language speakers wishing to improve literacy and numeracy need to be established and publicised.

1. Tower Hamlets Training Forum, London, "Language and Literacy in a Clothing Skills Training Workshop", 1981-83
2. Inner London Education Authority, "ESL/Literacy Project", 1981-83
3. Inner London Education Authority, "ESL/Literacy Project", 1981-83

Recruitment methods should include the use of mother tongue posters, leaflets and public service announcements, close contact with ethnic organisations and the appointment of mother tongue outreach workers. Mother tongue support and the use of bilingual tutors will also be necessary if provision is to meet necessarily diverse needs. As many ESL students are initially referred by other agencies, including Jobcentres, Health Centres and Clinics, close and continuous contact with such agencies is essential.

In other areas, second language speakers will be encouraged, often by necessity, to learn alongside first language speakers, and this type of provision can have many positive features particularly where people have something in common, such as working together or living in the same area.[4] Again, clear publicity including the use of a variety of mother tongues will be essential if such provision is to become well known.

Finally, more developmental work is needed at national level to explore the interface between second language work and other aspects of basic education, including the appropriateness of a variety of styles and formats of provision for such students, as well as the particular approaches needed to teach numeracy to students whose mother tongue is not English.[5]

4. National Union of Public Employees, London, "NUPE Basic Skills Project", 1981-83
5. Morley College, London, "Independent Learning for Literacy, Numeracy and ESL Students" 1984-85

Chapter 5

Meeting Specific Needs in Adult Literacy and Basic Skills Provision

Although considerable numbers of people have sought help with basic communication skills in recent years, provision has not been able to reach all of those who may wish to learn. For example, people living in deprived inner city areas or on isolated housing estates with few amenities or in rural areas often find it difficult to take advantage of existing basic education provision and alternative approaches more suited to their needs are necessary. Other people may wish to have their basic communication skills needs met as part of a particular group and provision again needs to be developed, or sometimes adapted or modified, to meet these needs.

Publicity and Recruitment

A major ALBSU project[1] found that many people had never heard of basic education provision before, most had assumed it would be like school and involve high fees, others lacked the confidence to take the initial step and some others wanted to come but were put off by practical difficulties such as the timing of classes and the lack of creche facilities. The project found that in order to recruit students in deprived inner city areas a wide variety of styles and approaches to publicity was necessary including substantial outreach work. Face-to-face contact was found to be one of the most successful methods of initial recruitment. However, door-to-door survey approaches were particularly time-consuming, and contact outside shops and schools appeared to be equally effective in recruiting new students and less time consuming. After a group had begun to meet, word of mouth, along with referrals from other agencies, proved an effective method of recruiting new students. Educational terms such as "classes" and "courses" were found to be not only off-putting but confusing to many potential students and publicity needed to avoid the use of such terms. Moreover, publicity aimed at specific groups of adults within the community needed to be both attractive and very specific.

A number of ALBSU sponsored projects have concentrated on the provision of effective basic education opportunities in rural areas and a variety of approaches to publicity and recruitment have been attempted, including the use of a bus and door-to-door survey techniques, to stimulate interest in basic education. In any rural area publicity is most effective if it is closely tied to particular patterns of rural provision and merely raising awareness of largely town-based or isolated home-based tuition is not likely to be successful in the long term.[2] Although some form of mobile publicity project such as a bus

1. Sheffield Education Authority, "Adult Basic Education in the Inner City", 1981-83
2. Somerset Education Authority, "Literacy in Rural Areas", 1981-82

can stimulate interest and awareness, buses are usually ill-equipped for individual or small group advice and counselling and rarely justify the cost in maintenance, servicing and running.[3]

Access

Access to basic education is particularly important in attempting to meet specific needs within any area. It is clearly difficult for example for physically handicapped adults to take part in provision organised in an old Victorian school without lifts, ramps or special toilet facilities, and yet there are obvious difficulties in making old buildings accessible to the handicapped, including the problem of finance for minor building works. However, as indicated by an ALBSU project in London,[4] with some rearrangement and planning, it is possible to overcome some of the problems of access. Transport can often be provided for handicapped and disabled adults by voluntary agencies and social services departments and forethought in siting classes and groups can increase access significantly.

The location and timing of provision aimed at meeting specific needs has also been found to be of crucial importance. In general it appears to be easier to attract adults in inner city areas to buildings which are seen as part of the adult world — community centres, clinics, pubs, social clubs, etc[5] — rather than buildings obviously associated with education. However, experience of courses aimed particularly at women has demonstrated that local schools, where suitable adult accommodation is available, may prove particularly attractive.[6] Moreover, gearing courses to school hours is often essential for parents as is the provision of creche facilities.

Styles of Provision

Self-help groups, distance learning and home study programmes have proved successful to a limited extent particularly in rural areas where problems of transport make regular attendance difficult.[7] [8] They are also attractive styles of provision for adults who for one reason or another cannot or do not wish to attend regularly for face-to-face tuition. However, the initial input of resources in establishing such tuition is relatively high including the time needed for planning.

3. Dorset Education Authority, "Step On ... and Learn", 1982-83
4. Southwark Adult Education Institute, ILEA, "Literacy and Numeracy for Students with Physical Handicaps", 1982-84
5. Sheffield Education Authority, "Adult Basic Education in the Inner City", 1981-83
6. Liverpool Education Authority, "Partnership Outreach Project", 1981-83
7. Durham Education Authority, "Local Education for Adults (LEAP)", 1983-85
8. Leicestershire Education Authority, "Distance Learning Project" 1983-85

Although attempts have been made, gypsies or travellers rarely find basic education provision appropriate for meeting their needs. Successful provision for travellers appears to rely to a large extent on the development over a period of time of contact and trust, as well as the provision of basic education as part of a wider service. Acceptance and understanding of travellers' unique life-style is also essential and clearly any provision will need to adapt to this life-style rather than hope that travellers will take advantage of more general tuition patterns. A drop-in shop established in Sheffield was successful because it operated around flexible opening hours and provided other services such as benefits advice and acted as "poste restante" for travellers.[9]

Co-operation with Other Agencies and Organisations

Co-operation between basic education providers and other agencies and organisations is one of the vital ingredients for successfully meeting specific needs within any local area. For example, bridging the gap between education in prison and other penal establishments and educational opportunities outside necessitates close co-operation between basic education providers, prison education officers and the probation service as well as contact with prisoners before and after release.[10]

Other potential students such as mentally handicapped adults may not personally articulate a demand for help with basic communication skills, although it has long been recognised that helping to improve communication can be an important step on the path towards greater independence and integration for the mentally handicapped. Some mentally handicapped adults will join an existing literacy and numeracy group and in recent years there has been considerable discussion concerning the problems that may ensue; others may want to have their specific needs met as part of a group, either because they attend an adult training centre, or Gateway club or because they live together with others in a hostel or community home.[11] Close links between basic education schemes, social services and other caring services are clearly a prerequisite for the development of effective provision.

Dysphasic adults suffer from an impairment of the language function, often as a result of a stroke or brain damage caused by an accident. The experience of the ALBSU project in collaboration with the Essex Education Authority,[12] indicates that an initial period of investigation is needed to establish what exists locally for dysphasic adults and that a joint approach to provision, involving both health and education services, is particularly

9. Sheffield Gypsy Support Group, "Drop-In Literacy Centre", 1981-83
10. Bedfordshire Probation Service, "The Education Through Care Project", 1981-83
11. Doncaster Education Authority, "Basic Education for Mentally Handicapped Adults", 1981-82
12. Essex Education Authority, "Developing Basic Skills with Dysphasic Adults", 1981-83

desirable. Provision and tutor training need to involve speech therapists, especially as tutors need to become aware of the special problems of dysphasic adults, including short concentration span and language difficulties. Moreover, contact with general practitioners, specialists in hospitals and local stroke clubs, can be particularly effective in helping to establish a firm support structure for such provision.

Linking adult literacy and basic skills tuition into the activities of community organisations and groups can be particularly effective as it provides learning opportunities where people already meet rather than attempting to attract potential students to a more obviously educational centre. Clearly the commitment and enthusiasm of the organisation or group is essential if successful provision is to be established as is the need to be open and honest about the purpose of provision rather than trying to provide basic education "by stealth".[13]

Materials Development

Alongside the development of provision to meet specific needs, there is a very real need for the development of suitable learning materials at a variety of levels. Too often learning materials fail to reflect the diversity of society as well as the interests of specific groups of students whether travellers, black adults or the handicapped and thus materials development, including student writing, should be seen as an important aspect of the development of provision.[14]

13. Rhondda Community Development Association. "Literacy and Numeracy through Practical Activities", 1982-84

14. NACRO Handsworth, Birmingham. "The Handprint Afro-Caribbean Materials Project", 1983-85

Chapter 6

Creating Access to Further Opportunities for Basic Education Students

Joining and attending an adult literacy or numeracy scheme is for many adults their first experience of education since leaving school. Moreover, it may be the first positive educational experience they have ever had, having left school, as they see it, with a feeling of failure.

Some basic education students only wish to improve specific skills to a certain level and having done so are quite happy to leave the education system again; others see basic education as a "stepping off" point to other educational opportunities; perhaps the majority just do not know what other opportunities exist elsewhere in education and are uncertain about what they wish to do in the future.

ALBSU's experience indicates that there need to be four major components in developing access to further opportunities for basic education students. Firstly, information about other opportunities should be available. Secondly, when information is available, guidance between various choices needs to be provided. Thirdly, courses designed as a transition between basic education and other opportunities need to be developed and finally, the organisation and structure of adult and further education should take account of students "moving on" from basic education.

Information about Further Opportunities

As far as information about possible avenues is concerned, most students tend to look to their immediate tutor for help. Thus, basic education tutors, whether paid or voluntary, need access to information about other educational opportunities which are available locally, as well as the willingness to encourage students who want to move on. Certainly a tutor's commitment to provide information is a major factor in students successfully taking up other opportunities[1]. However, individual commitment and interest from a tutor cannot replace the need for a more structured and comprehensive information and guidance service for basic education students in most areas of England and Wales.

In some areas educational guidance services already exist and where this is the case, it makes sense for basic education practitioners to use and develop links with this service, in order that the particular needs of basic education students are seen as an important aspect of more general educational guidance. In some places, there may also be other guidance and advice services aimed at meeting the needs of a particular group, such as ex-offenders, and rather than duplicate and thus waste scarce resources, links need to be developed with these more specialised services.

Educational information and guidance should not simply be available when a student is seen to have mastered particular skills or reached a certain level but needs to be a permanent and continuing feature of the provision available to students at any time during their contact with a basic education scheme. Thus, access to further opportunities is not something only to be considered in terms of students "moving on" but should include the possibility of undertaking other courses, perhaps in adult education, alongside basic education, not merely after it.[2]

Counselling as part of educational advice and guidance is particularly important, especially as educational experience gained in basic education can lead to expectations about the way other parts of the education service operate, which may not be fulfilled in practice. For instance, most basic education students will have experience of a small, friendly, personalised and sensitive service and may find it difficult to comtemplate joining a more impersonal and larger general education class or becoming part of a narrower, more pressurised training course in a college or skills centre.

1. West Sussex Education Authority, "Bridging Courses for Adult Literacy Students", 1982-83
2. Humberside Education Authority, "Adult Basic Education and Creative Skills", 1981-83

Basic Education Students and Adult Education

The Unit's experience suggests that at present few basic education students attend general adult education classes alongside basic education, and that mere knowledge of the existence of other educational opportunities has little effect. What is needed perhaps, is a recognition that general adult education needs more positively to encourage basic education students to take advantage of what is on offer and that publicity, recruitment and enrolment procedures and the methods and materials used in the classroom should take greater account of the needs of adults who may not have mastered some of the basic communication skills. There is no real reason why many adult education opportunities should not be equally accessible to basic education students, particularly as many adult education courses depend on the development of a particular interest or skill. The training of general adult education tutors is particularly important in this respect and should include specific guidance concerning students who may have incomplete mastery of basic communication skills, including advice on methodology and appropriate materials.

Bridging Courses

Bridging or transition courses are, as yet, relatively rare and often what is established initially as a bridging course becomes little more than an advanced course or a general adult education course intended only for basic education students. ALBSU's experience indicates that it is important to consider with some rigour what constitutes a bridging course and that such courses might be more appropriately provided as part of general adult and further education, rather than as an "upward reaching arm" of basic education. For example, in some areas almost all courses which are designed to enhance an adult's ability to undertake a particular course of study, including study skills courses themselves, are seen as the responsibility of basic education; yet this leads to a situation whereby many of the potential students for such courses may have long mastered basic communication skills but wish to take such a course, perhaps to build confidence, before undertaking a specific adult or further education course. Clearly there is a substantial demand for such preparatory courses as part of general adult and further education and this is perhaps the appropriate place for them.

Experience also indicates that many bridging courses established by basic education schemes, although intended to aid transition to other opportunities, soon become an end in themselves. Moreover, bridging courses are often confused with courses of certification in basic education, although these latter courses are rarely intended to be a form of transition in the strict sense. Clearly the imposition of definitive cut off points is likely to do little more than constrain the development of basic education, although the Unit is aware of the danger

of basic education schemes duplicating provision made, perhaps inadequately at present, by other more general education providers. Linked skills courses, for example, often provide a very real opportunity for an adult to improve basic communication skills, alongside the learning of a specific skill, although they may not necessarily be seen as a bridge to a more advanced course.[3] What is clear, however, is that such courses need to be developed in partnership with other adult education providers and may be more appropriately placed in that more general context. Accreditation is, however, important to many basic education students and successful schemes of accreditation depend a great deal on the support of practitioners and students in the whole process, including course approval, course accreditation and moderation. Moreover, the various levels and routes for progression need to be made clear to those students who wish to take part.[4] [5]

Access to Colleges of Further Education

Access to courses in colleges of further education and at skills centres depends very heavily on a potential student's ability with basic communication skills, particularly as many courses rely heavily on handouts and examinations. Where students on courses are found to have problems with reading, writing, number or language, a common approach has been to withdraw them for set periods from the course for special "remedial" tuition. Usually this serves only to reinforce failure, heighten poor self-image and separate the student from his or her peers. Moreover, except in the most serious instances it is rarely warranted, especially as many of the students concerned have relatively minor problems.

A more positive approach concentrates on the modification of existing course content and methodology, including staff training and the integration of literacy, numeracy and language into the teaching of a specific skill or set of skills.[6] Experience indicates that students learn on craft courses, for example, far more quickly when they see the application of basic communication skills to reality, rather than to abstract unrelated tasks.[7] Clearly there are substantial implications for staff training if the learning of communication skills is not to be separated out from the main body of a course in a college or skills centre. Awareness and sensitivity towards students who have problems with the basic communication skills dictated by the course, need to be components of all lecturer and instructor training, as does specific advice on appropriate methods and materials including assessment.

3. The Lee Centre, London, "Linked Skills Project", 1983-84
4. Manchester Education Authority, "Open College Federation", 1982-83
5. Cambridgeshire Education Authority, "The Cambridge Post-Basic Literacy Certificate", 1980-81
6. Welsh Joint Education Committee/Montgomery College of Further Education, Powys Education Authority, "An Integrated Approach to Basic Skills in Further Education", 1981-83
7. Tameside College of Technology, Tameside Education Authority, "Basic Education in Further Education Craft Courses", 1983-85

Appendix I

ALBSU Sponsored Special Development Projects 1980-85

*Accrington and Rossendale College, Lancashire Education Authority, "Inter-Agency Approach Project" 1983-85 (4)

*ATD 4th World, "Learning for Life Project", London and Surrey, 1983-85 (4)

*Bath Technical College, Avon Education Authority, "Microcomputers and Basic Education" 1983-85 (3), (4)

*Beauchamp Lodge Adult Literacy Scheme, London, "Special Activities Project" 1982-84 (3), (4)

Bedfordshire Education Authority, "Special Adult Learning Programmes — Meeting the Needs of the Unemployed" 1981-83 (2), (3), (4)

Bedfordshire Probation Service, "The Education Through Care Project" 1981-83 (1), (2), (3), (4)

*Berkshire Education Authority, "Take Away Project" 1983-85 (4)

*Blackburn College of Technology and Design, Lancashire Education Authority, "Adult Studies Programme" 1982-84 (2), (3), (4)

Bradford Library Service, "The Books and Information Library Bus" 1980-82 (1), (2), (3)

Brighton Friends Centre, "Study to Work" 1980-82 (1), (2), (3)

Buckinghamshire Education Authority, "Numeracy Project" 1981-83 (1), (2), (3), (4)

Cambridgeshire Education Authority, "The Cambridge Post-Basic Literacy Certificate" 1980-81 (1), (2)

*Clapham and Battersea Adult Education Institute, ILEA, "New Horizons" 1982-84 (3), (4)

Coventry Education Authority, "Materials Development Project" 1980-81 (1), (2)

*Croydon Education Authority, "Language and Literacy for the Profoundly Deaf" 1983-85 (4)

Devon Education Authority, "Transition Scheme for Mentally Handicapped Young People", 1982-84 (1), (2), (3), (4)

Doncaster Education Authority, "Basic Education for Mentally Handicapped Adults" 1981-82 (1), (2)

Dorset Education Authority, "Step On . . . And Learn" 1982-83 (2), (3), (4)

*Durham Education Authority, "Local Education for Adults (LEAP)" 1983-85 (4)

*East Anglian Regional Advisory Council for Further Education, "Basic Education for the Jobless" 1983-84 (4)

Essex Education Authority, "Developing Basic Skills with Dysphasic Adults" 1981-83 (1), (2), (3), (4)

Hereford and Worcester Education Authority, "Project Employ" 1980-82 (1), (2), (3)

Humberside Education Authority, "Adult Basic Education and Creative Skills" 1981-83 (2), (3), (4)

Inner London Education Authority, "ESL/Literacy Project" 1981-83 (1), (2), (3), (4)

*Lancashire Communication Skills Training Unit, Lancashire Education Authority, "Independent Learning Project" 1983-85 (4)

*Lee Centre, London, "Linked Skills Project" 1983-84 (3), (4)

Leeds Education Authority, "Development of the Drop-In Centre" 1981-83 (1), (2), (3), (4)

Leeds Education Authority, "Radio Leeds Project" 1981 (1), (2)

*Leicestershire Education Authority, "Distance Learning Project" 1983-85 (4)

BBC Radio Leicester, "Chalo Kaam Kare . . . Let's Work Together" 1981-83 (2), (3), (4)

Liverpool Education Authority, "Partnership Outreach Project" 1981-83 (1), (2), (3), (4)

Manchester Education Authority, "Open College Federation" 1982-83 (2), (3), (4)

Merseyside and Cheshire Authorities Adult Basic Education Co-ordinating Committee, "Numeracy Lift Off Project" 1982-83 (2), (3), (4)

*Morley College, London, "Independent Learning for Literacy, Numeracy and ESL Students" 1984-85 (4)

*NACRO Handsworth, Birmingham, "The Handprint Afro-Caribbean Materials Project" 1983-85 (3), (4)

NACRO, Manchester, "Employment Skills Project" 1980-82 (1), (2), (3), (4)

National Union of Public Employees, London, "NUPE Basic Skills Project" 1981-83 (1), (2), (3), (4)

*Newcastle College of Arts and Technology, Newcastle Education Authority, "The Literacy Needs of Second Language Adults" 1983-85 (4)

Newham Parents Centre, London, "A Basic Skills Programme for the Unemployed" 1980-82 (1), (2), (3)

*Newham Parents Centre, London, "A Basic Skills Training Programme for Mentally and Physically Handicapped Adults" 1983-85 (4)

Norfolk Education Authority, "Second Step for Women" 1982-84 (2), (3), (4)

Northamptonshire Education Authority, "Corby Adult Vocational and Educational Advisory Centre" 1981-83 (1), (2), (3), (4)

Northern Council for Further Education, "Flexible Learning Opportunities in Basic Education" 1981-83 (1), (2), (3), (4)

*North Lambeth Day Centre, London, "A Basic Education Development Scheme for Single Homeless People" 1983-85 (4)

North Warwickshire College of Technology and Art, Warwickshire Education Authority, "Help Yourself Project" 1981-82 (2), (3)

Peckham Bookplace, London, "A Drop-In Numeracy Service" 1981-83 (1), (2), (3), (4)

*Powys Education Authority, "Basic Education in Powys" 1983-85 (4)

Project Fullemploy, London, "Employment Related Advice and Training for the Long-Term Unemployed" 1981-83 (2), (3), (4)

Rhondda Community Development Association, "Literacy and Numeracy Through Practical Activities" 1982-84 (2), (3), (4)

*Richmond Adult College, Richmond Upon Thames Education Authority, "Options for the Post Basic Student" 1984-85 (4)

Salford Education Authority, "Work Related Basic Skills Courses for the Unemployed" 1980-82 (1), (2), (3)

Sheffield Education Authority, "Adult Basic Education in the Inner City" 1981-83 (1), (2), (3), (4)

*Sheffield Education Authority, "Caribbean Outreach Project" 1983-85 (4)

Sheffield Gypsy Support Group, "Drop-In Literacy Centre" 1981-83 (1), (2), (3), (4)

Somerset Education Authority, "Literacy in Rural Areas" 1981-82 (2), (3)

*South Cheshire College, Cheshire Education Authority, "Open Door Centre" 1983-85 (4)

*South Glamorgan Education Authority, "Pointers — Counselling and Information Service for the Longer Term Unemployed" 1982-84 (2),(3),(4)

*Southwark Adult Education Institute, ILEA, "Literacy and Numeracy for Students with Physical Handicaps" 1982-84 (2), (3), (4)

*Tameside College of Technology, Tameside Education Authority, "Basic Education in Further Education Craft Courses" 1983-85 (3), (4)

*Thamesside Adult Education Institute, ILEA, "Assessment Materials for Mentally Handicapped Adults" 1983-85 (4)

Tower Hamlets Training Forum, London, "Language and Literacy in a Clothing Skills Training Workshop" 1981-83 (1), (2), (3), (4)

Trades Union Congress (TUC), "Basic Education in Unemployed Workers' Centres", Pontypool and Thornaby-on-Tees", 1981-83 (2), (3), (4)

*Trades Union Education and Skills Project, London, "Workbase: Basic Education for Manual Workers in Industry" 1984-85 (4)

*Tunbridge Wells Adult Education Centre, Kent Education Authority, "A Parent Education Project" 1983-85 (4)

Walk-In Numeracy, London, "Mathshop Project" 1981 (1), (2)

*Walk In Numeracy, London, "New Learning Styles in Numeracy" 1983-85 (3), (4)

*Waltham Forest Education Authority, "Access and Basic Numeracy" 1983-85 (4)

*WEA Southern District, Southampton, "Outreach Work with Community Groups" 1983-85 (4)

WEA Western District, Bristol, "A Second Chance to Learn" 1981-83 (1), (2), (3), (4)

*Welsh Joint Education Committee/Clwyd, Dyfed and Gwynedd Education Authorities, "Welsh Language Project" 1983-84 (3), (4)

Welsh Joint Education Committee/Council of Social Services for Wales, "The DOLEN Project" 1980-82 (1), (2)

Welsh Joint Education Committee/Montgomery College of Further Education, Powys Education Authority, "An Integrated Approach to Basic Skills in Further Education" 1981-83 (2), (3), (4)

West Sussex Education Authority, "Bridging Courses for Adult Literacy Students" 1982-83 (2), (3), (4)

*Write First Time, "Summer School" 1984 (4)

Further information about individual projects is available direct from ALBSU.

*Project still to be completed

(1) Special Development Projects Report No. 1, published November 1981
(2) Special Development Projects Report No. 2, published August 1982
(3) Special Development Projects Report No. 3, published May 1983
(4) Special Development Projects Report No. 4, to be published August 1984

Appendix II

Relevant ALBSU Publications

The following ALBSU publications may provide some useful further reading.

Organising Provision: Good Practice in Adult Literacy and Basic Skills (1983): free of charge

Special Development Project Reports (1981, 1982, 1983, 1984): free of charge

Adult Literacy in Rural Areas (1982): free of charge

Literacy and Numeracy Work with the Mentally Handicapped (1982): free of charge

The Use of Microcomputers in Basic Education (1982): free of charge

ALBSU's Work in Relation to Second Language Speakers of English (1983): free of charge

Copies of ALBSU's free publications are available on receipt of a large stamped addressed envelope.

Adult Literacy Unit — Development Projects 1978-80 (1981): £1.00 plus postage (single copies 40p; 5 copies £1.70).

A full Publications and Services List including details of teaching/learning material is available free of charge from ALBSU.

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Further copies:
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